



“Enriching Life through Learning”

“Cyfoethogi Bywyd wrth Dysgu”

If this is your first contact with the school, we welcome you as a family and look forward to forming a happy and successful relationship with you during the coming years. This booklet provides information about the school, but you are also invited to contact us for any further information or to arrange a visit to the school.

At Ysgol Capelulo, we believe that we can satisfy children's needs through the medium of an education which is balanced and complete, in a homely, friendly and co-operative atmosphere. As teachers and staff, we believe that parents and children appreciate that such an atmosphere contributes to a child's educational, emotional, physical and moral development and prepares them for their place in society. We pride ourselves on the broad, balanced and full education we provide throughout the school and the good standards of teaching and learning, which are a credit to the hard work of both staff and pupils.

Many visitors to the school comment on the warm welcome they receive and the politeness of our pupils. We value our pupils and believe that their time in school should be rewarding and fulfilling. A deliberate attempt is made to ensure a 'family' atmosphere and to include all pupils in our activities.



Our philosophy is at the heart of our school motto: "Enriching Life Through Learning". It is important that our joint responsibility for the development and education of your child will be based on mutual understanding and trust. You will gain greater understanding through contacts and discussions with either myself or other members of staff. Please take advantage of every invitation which you receive to meet your child's teachers and to come into school.

We look forward to a long and happy association with you and your child/ children and hope that you will feel at home with us at Ysgol Capelulo and that your child/children will benefit from the rich experiences we offer.

Yours Sincerely,
G. Owen
Mrs Glenda Owen
Headteacher

A Welsh version and a child friendly version of this booklet is available – please contact the school for a copy.

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SCHOOL STRUCTURE AND GOVERNANCE

1.1 SCHOOL CONTACT DETAILS

HEADTEACHER	Mrs Glenda Owen B.Ed, MA, NPQH
CHAIR OF GOVERNORS	Dr Teri Knight
VICE CHAIR OF GOVERNORS	Mrs Nicola Thomas
NAME AND ADDRESS OF SCHOOL	Ysgol Capelulo, Ffordd Treforris, Dwygyfylchi, Penmaenmawr, Conwy, LL34 6RA
TELEPHONE/FAX	01492 622693
E-MAIL	pennaeth@capelulo.conwy.sch.uk
CLERK TO THE GOVERNING BODY	Mrs Ellen Mack
NAME AND ADDRESS OF THE LOCAL EDUCATION AUTHORITY (LEA)	The Chief Education Officer, Education Authority (LEA), Government Buildings, Ffordd Dinerth, Bae Colwyn, LL28 4UL
LEA LINK OFFICER	Mrs Iona Evans 01492 575011



1.2 SCHOOL STAFF AND GOVERNORS

TEACHING STAFF		
Mrs Glenda Owen	Headteacher	
Mrs Dawn Roberts	Deputy Headteacher	- Class 4
Mrs Sian Thomas		- Class 1
Miss Elinor Eames		- Class 3
Miss Sian Alderton		- Class 2
SUPPORT STAFF		
Mrs Jane Edwards	Classroom Assistant	
Mrs Nastaran Taherdin	Classroom Assistant	
Mrs Janet Davies	Classroom Assistant	
Mr Paul Bagnall	Classroom Assistant	
Mrs Ellen Mack	School Clerk / Clerk to the Governors	
Mrs Elizabeth Rayner	Visual Support Assistant	
LUNCHTIME SUPPORT STAFF		
Mr Paul Bagnall	Supervisor	
Mrs Janet Davies	Supervisor	
OTHER SUPPORT STAFF		
Mrs Susan Hancock	Cleaner in Charge	
Mrs Enfys Jones	Cleaner	

OTHER STAFF

Mrs Meryl Pugh
Mrs Laura Garside

Cook
Kitchen Assistant

SCHOOL GOVERNORS

Mrs Glenda Owen	Headteacher	
Dr Teri Knight	Chairperson	LEA Governor
Mrs Nicola Thomas	Vice Chairperson	Parents' Governor
Mr Roy Tapping	Parents' Governor	
Cllr Gail Hall	LEA Governor	
Mrs Janet Williams	LEA Governor	
PCSO Nicola Adams	Child Protection Governor	- Community Governor
Dr Liz Parfitt		- Community Governor
Mrs Dawn Roberts		- Teacher Governor
Mrs Jane Edwards		- Staff Governor
Cllr Darrell Owens		- Penmaenmawr Town Council Governor
Mrs Janet Jones		- Parents' Governor
Mrs Ellen Mack		- Clerk to the Governing Body
Mrs Patricia Helm		- Governor with interest for additional learning needs

1.3 SCHOOL STAFF AND GOVERNORS

With uninterrupted views of the mountains and the sea and fine panoramic seascape views of the Great Orme, Ysgol Capelulo is a daily, bilingual, co-educational County Primary School (Nursery / Infants / Juniors) for 3-11 year old children. The school, which is situated just off the A55, serves the villages of Dwygyfylchi and Penmaenmawr. To the east is the town of Conwy and to the west is Bangor.

There are five busy and inviting classrooms, a library and a teachers' resource room. The school has a hall that is used for P.E. lessons, collective worship and as a dining area.

The school is fortunate to have large grounds. The school field is utilised as a football/rugby pitch and an athletics track is added during the Summer Term. The hard surface area/ school yard is marked with a netball pitch. Other hard surfaces are painted with grids and number lines for children to enjoy a variety of games. The school's commitment to the Healthy Schools and Eco-Schools Projects has meant that we have greatly enhanced the school environment which we are able to use to enrich the children's experiences. There is also an outdoor classroom area used by the whole of the Foundation Phase.

Also located at the school is a **Playgroup** which operates from 9-11:45 a.m. with a Lunch Club running from 11:45 a.m. to 1:00 p.m. To find more details, please contact Mrs Sarah Ward. From September, there will be an **After School Club** for more details, please contact Emma on 07599686506 or Jan Williams on 01492622020.



"Enriching life through learning"

YSGOL CAPELULO seeks to provide a high quality of education in a supportive and achieving environment for all children.

THE AIMS OF YSGOL CAPELULO

- The school aims to;
1. Create a happy and stimulating environment in which children and staff can respond and develop confidently;
 2. Provide an education of the highest standard in accordance with the requirements of the LEA and Government guidelines, in particular in relation to the nature and content of the curriculum;
 3. Foster children's self-respect, a pride in their neighbourhood and a regard for the world in which they live;
 4. Create an environment conducive to the development of the individual child, Intellectually, Physically and Spiritually;
 5. To develop linguistic skills in both English and Welsh in accordance with the LEA's Language Policy;
 6. To provide an opportunity for children to develop their talents and skills and to encourage them to be aware of their strengths and needs;
 7. To foster children's self confidence and self-respect and develop an awareness of what constitutes acceptable behaviour;
 8. To foster tolerance and respect towards others and adoption of personal moral values;
 9. To promote effective communication between children, and between children and adults, based on respect and care;
 10. To ensure that the school building and grounds meet health and safety regulations and encourage children to respect their school environment;
 11. To create an interesting and pleasing environment for teaching and learning.

1.4 YSGOL CAPELULO ADMISSION POLICY

Children can join the Nursery class on a part-time basis in the September following their 3rd birthday. These sessions are held every afternoon during school hours from 1.00p.m. to 3.00p.m. The Nursery provides an excellent foundation for the child's education at the primary school. Children are admitted full-time into the Reception class

in the September following their 4th birthday. Parents who want to send their children to the school are requested to complete Admission Forms, Home/School Partnership Forms and Consent Forms. Parents are also informed of the need to complete a Free School Meal Application Form if they are eligible to claim.

The children are placed in their respective year groups according to their date of birth. Some year groups may be divided between two classrooms and the child's date of birth determines which class the child attends. A copy of the LEA's Admissions Policy is available on request from the school secretary.

1.5 THE SCHOOL DAY

Nursery	1:00pm - 3:00pm
Infants	9:00am - 3:00pm
Juniors	9:00am - 3:15pm
Morning Playtime	10:30am - 10:45am
Lunch-time - Infants	12:00pm - 1:00pm
- Juniors	12:05pm - 1:00pm
Afternoon Play Time	2:15pm - 2:25pm



BREAKFAST CLUB

A free breakfast club is held daily in the school hall between 8:15 a.m. and 8:50 a.m. Children are supervised by the Catering staff. The pupils will be offered orange juice, cereal and toast. If you would like your child to attend the Breakfast Club, please ask for a registration form

– these are held in the school office. The school day starts at 9 a.m. The pupils arrive on to the school yard for 8:50 a.m. and the bell rings at that time to alert parents that staff are on duty. Parents are advised not to send their children before 8:45 a.m. as staff

may not be available until then. It rings again at 8:55 a.m. for the pupils to line up so that lessons may begin promptly at 9:00 a.m. We do ask you to say goodbye to your child outside the gate to the playground to prevent congestion inside the grounds.

TEACHING HOURS

Lessons start promptly at 9:00 a.m. Lateness in arrival and collection can be very distressing for children. We ask therefore that you ensure that your child arrives at school on time and is collected promptly at the end of the day. Should unforeseen / exceptional circumstances prevent your child being met on time, please try your best to telephone and alert us to the situation. In this situation, your child may be waiting in the

main foyer where he/she will be supervised by a member of staff. In order to ensure the safety of the children, parents who drive their children to school are earnestly requested never to stop on the yellow road markings or allow their children to alight whilst on these markings. You are also requested never to reverse into the school car park or park across from the school gates. All children will be expected to

go outside at playtimes, unless the weather is bad, as members of staff cannot be responsible for children inside the school building during playtimes.

Teaching hours (not including collective worship, registration, lunch and playtimes) are:

Key Stage 1	21 hours per week
Key Stage 2	23 hours 20 minutes per week



1.6 SCHOOL COUNCIL AND ECO COUNCIL

ECO-COUNCIL

The school is the proud owner of a Green Flag and has set up an Eco-council to deal with environmental issues and promote a positive

attitude towards caring for their school and their local, as well as the national environment. The school Eco-Puffins have regular

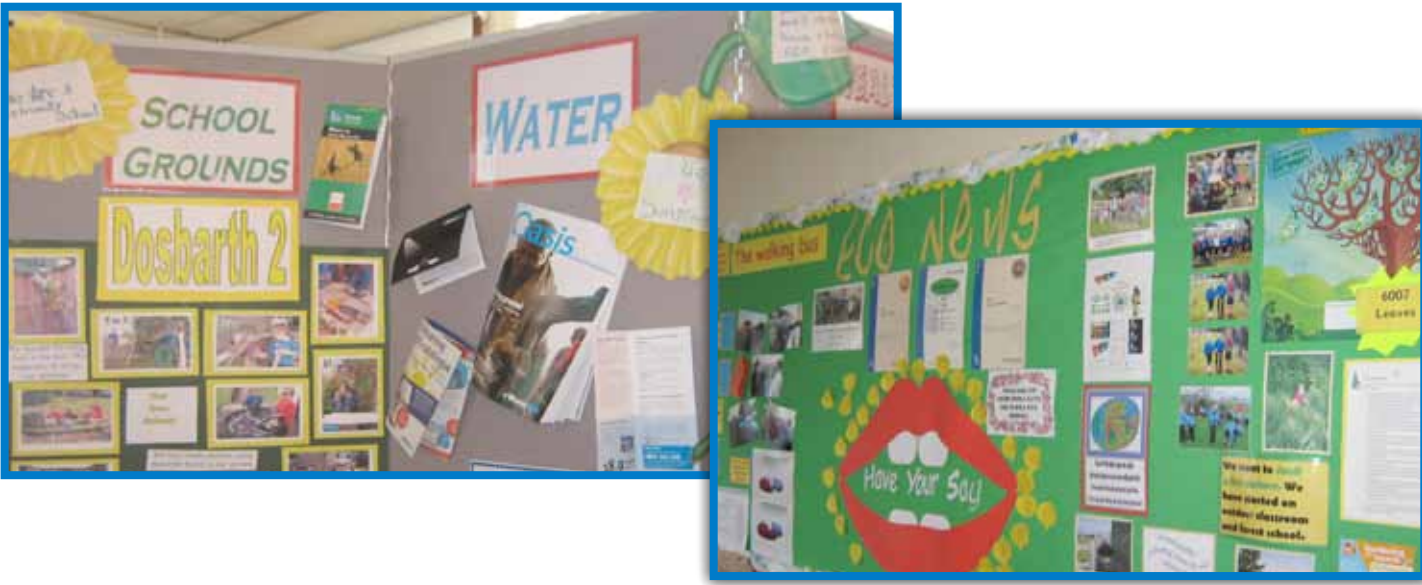
meetings and have adopted their own 'Eco-code'.

SCHOOL COUNCIL

Each year, pupils in each class elect representatives from each year group to become members of the School Council. This is a democratic process. Candidates are encouraged to canvass for

votes. The main purpose of the Council is to be a strong and positive voice for all the pupils and to contribute to improving the school's ethos, objectives, standards and expectations. The

School Council and Eco-Council have an open invitation to participate in meetings with the board of Governors who welcome their involvement.



1.7 PTA - THE PARENT TEACHER ASSOCIATION

The Parent Teacher Association hold very successful fund raising events and the proceeds are presented to the school. Parents are invited to help with the activities of the PTA by attending meetings which are held at the school and by supporting events. Information is displayed on the school notice board or in the newsletters. All parents are encouraged to be involved with the PTA which contributes not only financially, but also socially, to the school community.

LEARNING AND DEVELOPEMENT
2.1 FOUNDATION PHASE

The Foundation Phase encompasses the developmental needs of children. At the centre of the statutory curriculum framework lies the holistic development of children and their skills across the curriculum, building on their previous learning experiences, knowledge and skills. The Foundation Phase curriculum promotes equality of opportunity and values, and celebrates diversity. Positive partnerships

with the home are fostered and an appreciation of parents/carers as the children's first educators is acknowledged. Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make

decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of this phase.

The Foundation Phase curriculum is planned as a progressive framework that spans four years (3 to 7 years) to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able. Throughout their formative years, children's learning develops more rapidly than at any other time. However, progress is not even and children go through periods of rapid development and times when they seem to regress. A curriculum for young children should be appropriate to their stage of learning rather than focusing solely on age-related outcomes to be achieved. Children should move on to the next stages of their learning when they are developmentally ready and at their own pace. Indoor and outdoor environments that are

fun, exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first-hand experiences. The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.

2.2 THE KEY STAGE 2 CURRICULUM

Our aim is to provide a broadly based curriculum which facilitates in depth study of the key elements and skills of: mathematics, science, environmental and social studies, art, craft, design and technology, music and drama, physical education, religious and moral education and personal and social education. The essential language skills of reading, writing, speaking and listening are integral to all areas of the curriculum and are acquired through a balance between independent learning and teacher intervention and direction. This curriculum policy is set within a framework that expects and seeks to attain high achievement from all pupils regardless of race, sex, disability or background.

Each class is organised for learning using a range of teaching strategies, occasionally the class may be taught as a whole, the children may work in groups, in pairs or individually. Work will be given according to the child's age and ability. The National

Curriculum provides Attainment Targets at each key stage in a child's development. The school will address these targets, but will proceed in a realistic manner and will constantly be mindful of the abilities of each individual child.

The school has formulated a detailed curricular framework. The purpose of such a framework is to ensure progression and continuity throughout the school and to avoid repetition. The framework stipulates clearly what is taught and when.

The aims of a curricular framework quite simply are to:

- 1. Ensure effective and progressive teaching.
- 2. Avoid repetition.
- 3. Ensure a stimulating curriculum and develop creativity and independent thinking.

During morning sessions the children in the Juniors are grouped according to ability for literacy and numerical activities.

Aims for all pupils:

- 1. The promotion of their full academic, personal and social development
- 2. The encouragement of independence in work and judgement.
- 3. Helping pupils to make decisions within an accepted moral code and the recognition of four aspects of achievement:
 - The ability to remember facts accurately and use them in written form
 - The ability to identify and solve problems independently
 - The ability to work well with others, showing social skills of co-operation and leadership
 - Motivation and the ability to build upon experience and to learn from mistakes.

The primary curriculum will include the core areas of learning and experience, which are essential to the child's development and which are now defined within the National Curriculum.

These are:

- 1. Language (English and Welsh)
- 2. Mathematics
- 3. Science

For the curriculum to have adequate breadth and balance the following areas must be included:

- 4. Religious Education
- 5. Personal and social Education.
- 6. Environmental Studies which includes History and Geography

- 7. Aesthetic and creative arts- Music, Art, Design and Technology
- 8. Physical Education
- 9. Global Citizenship Ed G C

We aim to offer a broad and balanced curriculum which promotes the spiritual, moral, mental and physical development of pupils at the school and which will prepare the children for the opportunities, responsibilities and

experiences of adult life.

This school cannot succeed without the support of parents. We therefore urge you to take an interest in your children's education and to support the school in its work and its public activities. Any parent who wishes to discuss any aspect of their children's education can arrange to do so by contacting the Headteacher (by letter or telephone).

THE SKILLS FRAMEWORK 2008

The framework has been developed with the aim of providing guidance about continuity and progression in thinking, communication, ICT and number for learners from 3 to 19 and beyond. These are skills that will enable learners of any age to become successful, whether in school, the workplace, at home or elsewhere, and they need to be firmly embedded into the experience of learners

across all their learning. Their development underpins the requirements of employers and others, and will help to address current concerns about skills' shortages in Wales and other parts of the United Kingdom, Europe and the wider world.

The framework is organised into four sections – the development of thinking, communication, ICT and number across the curriculum. It

aims to use language congruent with statements relating to other areas of education – for example, the wording of the Foundation Phase outcomes and that of the Key Skills qualifications – so that each complements and reinforces the other. We aim for teachers to use the four individual sections together to underpin their planning and provide cohesive learning experiences for all learners.

SUBJECTS

WELSH
Aims:

The school teaches 25% of its curriculum through the medium of Welsh and as a result we aim:

- To develop children's ability to ask and answer a range of questions and use an increasing range of phrases and sentences with some accuracy.
- To develop knowledge and understanding of important sentence patterns so that they can talk about their experiences, present personal and factual information and give a brief explanation.
- To provide opportunities where children can apply key skills to enhance their understanding of the Welsh language.
- To use appropriate vocabulary to communicate ideas.
- To develop children's confidence and pronunciation when speaking in front of peers.
- To develop independent writing, presenting ideas and information appropriately, proof read, edit and revise work.
- To develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness, open mindedness and willingness to tolerate uncertainty.

Having a Welsh ethos and Welsh speaking teaching staff at the school allows us to make the most of the culture surrounding us. We have a good reputation within the Urdd Youth movement where we are successful in Eisteddfodau and sports events. The older children participate in the Glanllyn residential event which allows them to hear Welsh as a living language and engage in communicating confidently in the language. Children who would

ENGLISH LANGUAGE

Language has a unique influence on a child’s development and is the basis of all learning. This makes the acquisition of language skills to be of the utmost importance. In the literate, bilingual society in which we live, the ability to communicate effectively, in Welsh and in English, both orally and in the written word and to read a wide range of different types of text, is essential if our children are to achieve their potential throughout their school days and

Aims:

- To develop the children’s ability to listen and watch attentively in a range of situations-school, class, group and individual.
- To develop the children’s ability to express themselves clearly and confidently in a language appropriate to the situation they are in.
- To develop the children’s ability to be able to read and understand a range of materials and respond to them and to be able to find information from a range of written sources.
- To develop the children’s ability to write effectively to convey meaning, information, opinion, feeling and the fruits of their imagination, by adapting their writing to different purposes and for different readers.

SCIENCE

Science is one of the three core subjects in the National Curriculum. Science is about children developing a sense of enquiry and extending their knowledge and understanding of the world around them. It includes knowledge about living things, materials, energy and the solar system. Science is concerned with investigation and children using investigations to add to their knowledge of how the world is structured.

Throughout the school children will be developing the scientific skills of asking

questions, observing, predicting, hypothesising, designing and carrying out investigations, recording, drawing conclusions and communicating findings. This will lead to children learning to work as scientists, planning and undertaking scientific investigations.



like to develop their language skills further have the opportunity to enroll at the Dolgarrog Language Unit. This prepares them for Welsh Medium secondary education, should they wish to choose this.

on into adult life. As a bilingual community it is hoped the children will benefit from a wealth of culture through the medium of both languages.



A selection of activities/ investigations have been allocated to each year group thus ensuring that scientific investigations are not repeated year after year. Activities are linked to the National Curriculum and build upon the children’s understanding of preceding years’ work. Activities are planned in such a way as to encourage full

MATHEMATICS

Mathematics is a core subject within the National Curriculum. Mathematical ideas and techniques are an intrinsic part of everyday life and contribute substantially to a child’s understanding of the world around them. Mathematics is widely used across the primary curriculum; through encouraging reasoning ability, mathematics contributes towards flexing and sharpening the mind.



and active participation by all children irrespective of ability. Three distinct gardens have been created in the school grounds:

- Foundation Phase Classroom Garden: variety of trees, rocks, boat, role play areas.
- Formal garden: formal borders, seating areas, shrubbery, plant pots.

- Wildlife area: wildflowers and trees, polytunnel and raised beds for horticulture, compost bins.

Regular use is made of these areas at different times of the year in order to offer the children a wealth of experiences.

In our teaching of mathematics we aim to:

- Provide opportunities for learners to build on the skills, knowledge and understanding they have already acquired in the Foundation Phase
- Encourage and develop positive attitudes towards mathematics and extend pupils’ mathematical thinking by solving problems, communicating and reasoning mathematically using contexts from across the whole range of mathematics.
- Promote the application of mathematics to ‘real-life’ situations, extend pupils’ use of the number system using all four number operations; develop mental methods of working; allow pupils to explore a wide variety of shapes; encourage the use of a range of units in measures; provide opportunities to collect, represent and interpret data for a variety of purposes; encourage learners to select, discuss, explain and present their methods and reasoning.
- Develop the specific mathematical skills; namely (1) Solve mathematical problems (2) Communicate mathematically (3) Reason mathematically through a mathematical range of number, measures and money, shape, position and movement, handling data.

In order to achieve a high quality teaching environment, we use the ABACUS EVOLVE mathematical scheme of work which is interactive, uses a balance of text work and games and also provides challenges suitable for children with specific needs of either spectrum of ability.



INFORMATION COMMUNICATION AND TECHNOLOGY

Information and Communications Technology has the potential to improve the quality of teaching and learning across the Curriculum. Society is changing and there is an increasing need for a greater level of technological knowledge and awareness amongst the population as a whole. The effective use of ICT in the classroom will help to produce a generation which feels comfortable with the new technology, is able to access life long learning opportunities through the use of ICT and can adapt to the rapid changes in this field.

Aims, In school we aim to:

- Ensure all staff and pupils are confident, competent and independent users of ICT;
- Motivate and inspire pupils and raise standards;
- Develop an appreciation of the use of ICT in the context of the wider world;
- Enrich learning and promote both autonomous study and group work;
- Develop pupils' ability to use ICT appropriately and choose software suitable for a particular task;
- Provide continuity and progression in all of the strands of the ICT National Curriculum;
- Develop ICT skills through curriculum contexts;
- Encourage problem-solving and investigative work;
- Foster group work, sharing and collaboration between peers;
- Foster care for and respect equipment;
- Share resources.

The school website is www.capelulo.sch.uk; You will be asked to sign an Internet Safety agreement when your child starts school, so that we may have permission to take your child's pictures and incorporate them into our publications and website pages. There are guidelines on safety and the internet- if you would like a copy, please ask the school.

2.3 COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

The school has no direct or formal affiliation with any religious denomination. However, Collective Worship is broadly based on the Christian faith. We meet twice a week as a whole school for collective worship, on other days collective worship takes place within smaller groups or as classroom prayers. Religious Education should serve as a positive influence in each child's development- assisting in developing moral values as well as an awareness of social responsibilities:

- Within the family
- Within the peer group

- Towards people of different background, colour, belief and race.

Children should be provided with an opportunity to:

- Discover the wealth and variety of the Christian traditions
- Learn about the Bible as the basis of Christianity
- Develop an awareness of the contemporary culture and those aspects which enrich or challenge Christian values
- Develop positive attitudes towards other religious cultures

Parents have a right to withdraw their children from Religious Education and Collective Worship. Alternative arrangements will be made for children whose parents have requested that they are withdrawn. Please discuss this with the Headteacher.



2.4 SEX AND RELATIONSHIPS EDUCATION (SRE)

The Governing Body has decided that sex and relationships education should be a part of the PSE curriculum. Sex and Relationships Education is fundamental to the personal, social and emotional development of a child. It is our belief that sex education should be fully integrated within the school curriculum. At its most effective sex education can be organised as part of the 'Growing Up' curriculum organised during the years 7 - 11. It should not be unduly highlighted, neither should it be taken out of context. Questions should be answered in a matter of fact way as and when necessary and issues can be dealt with in some depth as and when the children become older. A planned programme, suited to the maturity levels of the children, is integrated into a cross-curricular topic with a Health Education focus. Published television resources supplement teaching and parents have the opportunity to view these programmes if they wish. Sex and Relationships education needs to take place in a supportive home and equally supportive classroom environment for it is our view that the 'facts of life' are about values, attitudes and relationships. Sex education is not solely concerned with the facts of reproduction, but should reflect the partnership of the home and the school working together in order to achieve quality relationships.

The aims of our programme of school sex education are as follows:

1. To stress the value of family life and the special importance of caring for the young within all families
2. To create an atmosphere where questions about personal relationships and sex can be asked and answered without embarrassment.
3. To provide an appropriate and acceptable vocabulary for parts of the body.
4. To explain the nature of reproduction.
5. To explain the changes of puberty and the reasons for these changes.
6. To provide reassurance that body changes and their physical, emotional and social effects are normal and acceptable.
7. To provide on-going emotional support to the children during these changes.
8. To help children accept and understand differences especially physical differences.
9. Parents have the right to withdraw a child from Sex Education but it would be necessary to discuss these wishes with the Headteacher.





2.5 PERSONAL AND SOCIAL EDUCATION (PSE and PATHS)

It is hoped that the ethos of the school, which emphasises a caring and considerate atmosphere, develops respect for the individual, values everyone's achievements and encourages attitudes which enable children to make a positive contribution to, and live harmoniously with, others in the community.

Most of the school's PSE curriculum is taught through a Promoting Alternative Thinking Strategies

(PATHS) programme where pupils are taught how to manage their emotions and given practical strategies for dealing with their feelings. This leads to significant improvements in coping skills. The School Council is involved in organising many events throughout the year, with frequent opportunities for the whole school to respond to the needs of others by supporting charities and appeals both on a local and international level.

In Health Education, the aim is to provide opportunities for children to increase their understanding about their bodies and how they work, hygiene, diet, how to keep fit, use/misuse of drugs, of what it means to keep healthy, their personal responsibility for achieving this and factors which promote it. Specific areas of the curriculum e.g. topic work on Food, Ourselves, Good Health and a range of physical activities are offered to promote this.

2.6 PROVISION FOR ADDITIONAL LEARNING NEEDS

On average some 20% of children are identified as having additional learning needs sometime during their educational career. This school agrees with and supports the principle of integrating the children with learning difficulties

into the mainstream school where that is practicable. However it must be noted that any educational placement must take into account the following:

1. that the placement is for the educational benefit of the child.

The aims of the school are:

1. To ensure that a system exists for early recognition of any learning difficulties that could affect the child's education.
2. To collect information from teachers and others to ensure the best understanding of the nature of the child's difficulties.
3. To ensure that appropriate provision is made for any pupil who has additional learning needs.

The school is aiming to secure opportunities for children with additional learning needs and therefore to fulfil all children's entitlement to learning support, thus enabling all children to participate in the life and work of the school to the best of their abilities, whatever their needs. The school has a policy which ensures the early identification of the child who has difficulties that

could affect his/her education and the child who requires more challenging activities. The school aims to work closely with parents to secure an effective partnership to support the child.

The class-teacher will help the child initially but, if the problems are not overcome, further discussion between the parents, the designated co-

ordinator for additional learning needs, Mrs Dawn Roberts and the Headteacher, will be held. Individual programmes will be prepared and progress will be monitored regularly. Children may be referred to the Special Education Department if this is felt to be necessary and it is possible that the child may receive additional support from a peripatetic teacher.

CHILDREN WITH EXCEPTIONAL ABILITY

When children with exceptional ability, 'More Able and Talented', are identified, the school will consult with the Education Authority regarding the most effective methods of addressing their individual needs.

2.7 EQUAL OPPORTUNITIES

The school's 'Equal Opportunities Policy' highlights the need for all pupils, regardless of gender or disability, to be treated in the same way and to be given the same educational opportunities. Access in Ysgol Capelulo is not easy for the physically handicapped, but we endeavor to include all pupils and to provide them with a broad and balanced curriculum. Support is received from officers of the LEA in order to ensure that pupils who have specific special needs receive the correct assistance and

specialised equipment if necessary. We do not tolerate any form of racism or racist behaviour. Should an incident of this nature occur, we will act immediately to prevent any repetition of the incident. Should anyone at our school be a victim of racism, we will do all we can to support that person in the way deemed appropriate to the incident. The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

The school promotes the principle of equal opportunity when developing the curriculum, and respect for other people is a regular theme, included in displays shown around the school. This is a key element of our annual Good Behaviour Week event. When designing schemes of work, we use our policy and the PHSE scheme of work to guide us in our choice of topics and in how to approach sensitive issues.

PUPILS WITH DISABILITIES

Some pupils may have disabilities and consequently need additional resources. The disabilities would include, for example, sensory impairments affecting sight and hearing, learning disabilities and progressive conditions where impairments are likely to become substantial. The school, as far as is physically possible, is committed to providing an environment that allows these children full access to all areas of learning.

ACCESSIBILITY FOR DISABLED PERSONS

Conwy County Borough Council encourages inclusion for any pupil with a disability. Ysgol Capelulo endorses this statement and with the help of the LEA will endeavor to devise strategies to meet our Accessibility Plan targets as outlined in the school policy.

■ 2.8 MUSIC TUITION

Pupils in years 3,4,5 & 6 are given the opportunity to learn to play a musical instrument depending on the demand. A peripatetic teacher is invited to the school to assist with lessons. The LEA offers the loan of instruments for a limited period. Children who register for these lessons do so for the duration of the school year. A charge is usually requested for the lessons depending on the number of children involved and the money available in the school

■ 2.9 EXTRA CURRICULAR ACTIVITIES

Children take part in sporting activities and inter-school matches in after school clubs. Parent helpers are involved in coaching sessions. Clubs include football, netball and rugby (Dragon Sports). Other after school clubs offer Yr Urdd, Cooking and Choir. The school partakes in the Free School Breakfast Initiative funded by the Welsh Assembly Government. Further details about these clubs are available from the school.

The school offers a variety of other activities, which are suited to age and ability. Many of these activities take place during breaktimes or after school. For the current schedule of extra curricular activities, please pick up a recent edition of the school newsletter.

The school wishes to ensure the co-operation and the support of parents with all the additional

■ 2.10 HOMEWORK POLICY

Some formal homework is given to the children on a regular basis. The amount of prescribed homework is increased for the older children. The children work on particular themes or projects and from time to time a particular activity requires information from parents, relations and neighbours, or requires interviewing and research work by the child. Occasionally a particular teacher may ask a child to do additional work in order to overcome some additional learning needs or to concentrate on a special aspect of work. At such times it is hoped that full co-operation from home will be forthcoming together

■ 2.11 TRANSITION TO SECONDARY SCHOOL

Although parents have some freedom of choice with regards to where they send their children to secondary school, the majority of our pupils transfer into Ysgol Aberconwy and Ysgol y Creuddyn (Welsh medium). As a school, we are aware that the transfer from primary to secondary school can be a worrying time for parents. The school therefore works closely with these schools to ensure that pupils can transfer with the minimum of apprehension. Year 6 pupils

budget. Once lessons have started children are encouraged to continue and to attend the Conwy Area Junior Orchestra on Monday evenings.

activities arranged. It is important for children to discuss with parents their involvement in such activities. If your child is involved in a club and last minute changes are made we will try to contact you. If the child cannot come home unaccompanied, please tell the Headteacher and we will then tell the child to wait until you arrive.

with encouragement to the child to do the work. BBC Schools websites will be incorporated into the schools homework web page.

READING

We hope that you will assist your child's progress by sharing some time with them and listening to them read on a regular basis.

participate in transition activities during the Summer term. Pupils also spend a minimum of one day in their chosen secondary school during Year 6.

■ ASSESSMENT AND PERFORMANCE

■ 3.1 MATHEMATICS, READING AND SPELLING TESTS

Pupils from Year 3 are given the Gillam and Hess (Basic Maths Screening Test), NFER reading test and Young's spelling tests twice a year. These tests enable the school to track each child's basic number, reading and spelling progress. The results of these tests will be communicated to parents during consultations with teachers in order to demonstrate each child's progress.

All KS2 pupils will be tested in maths, reading and spelling before the half term Autumn break. These test scores allow the school to identify the strengths and needs of pupils in the basic skills. Should a child's score be low, the school will inform the parents of its decision to either monitor the child or to put the child on

the school's Additional Needs Register. By identifying problems early, we aim to support the child's needs in the appropriate way. During the following Spring term, the pupils' scores will be reviewed. Children on the ALN register will be retested in order to assess what progress is being made with reading, spelling and mathematic skills.

■ 3.2 KS1 AND KS2 ASSESSMENTS

PERFORMANCE AND TARGETS

The number of pupils registered on roll over the year 2009/10 was 92 full time, plus 10 part time Nursery children. During the course of the year no children transferred to other schools but five transferred to Capelulo.

HOW WELL DO PUPILS ACHIEVE AT THE END OF KEY STAGE 1 (YEAR 2)?

At the end of Year 2, pupils are assessed against National Levels of Attainment in English, Maths and Science. All children progress at different rates, but a typical pupil will reach Level 2. There were 12 pupils in our Year 2 class at the end of last year. Table 1 shows the percentage of pupils at each Level along with the National (Wales) figures for comparison. In summary, 83% of pupils had reached or exceeded their expected level in English (national average: 83%), 100% in Maths (national average: 87%), and 83% in Science (national average: 90%). In this cohort, there were 3 (25% of those assessed) pupils on the school's Additional Learning Needs register, one of whom had been away at the KS1 Behavioural Unit for a considerable part of the year. These pupils were given extra support.



TABLE 1: KS1		Level 1	Level 2	Level 3
ENGLISH	Our School	16.7%	75.0%	8.3%
	National (Wales)	13.4%	62.6%	20.2%
Reading	Our School	16.7%	66.7%	16.7%
	National (Wales)	14.7%	54.5%	26.6%
Writing	Our School	25.0%	66.7%	12.1%
	National (Wales)	16.2%	66.6%	12.1%
Speaking/Listening	Our School	8.3%	91.7%	24.1%
	National (Wales)	10.1%	63.0%	24.1%
MATHS	Our School	0.0%	75.0%	25.0%
	National (Wales)	10.7%	64.9%	22.1%
SCIENCE	Our School	16.7%	83.3%	0.0%
	National (Wales)	8.1%	65.4%	24.5%

HOW WELL DO PUPILS ACHIEVE AT THE END OF KEY STAGE 2 (YEAR 6)?

There were 14 pupils in our Year 6 at the end of last year. Table 2 shows the percentage of pupils achieving at each Level in the core subjects. Again, whilst pupils progress at different rates, a typical pupil will reach Level 4. In summary, 80% (compared with 82% national average) of the class were at or above that level in English, 80% in Maths (national average: 83%) and 80% in Science (national average: 86%). In this cohort, there were 4 (28.5% of those assessed) pupils on the school’s Additional Learning Needs register, three of whom had a particular difficulty with maths.

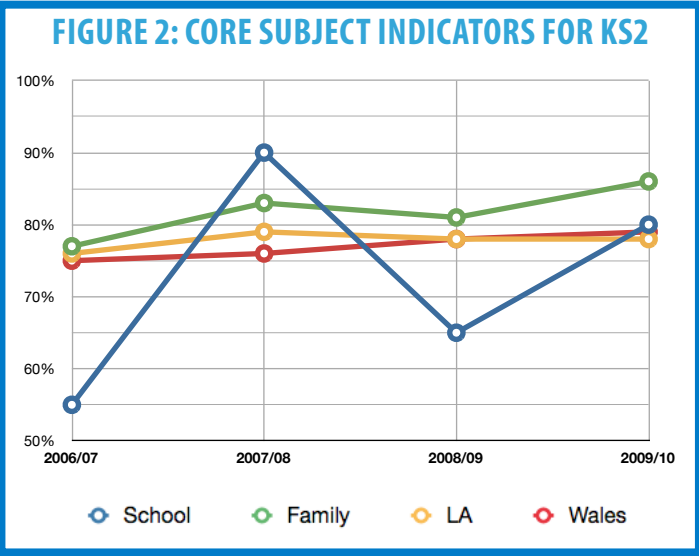
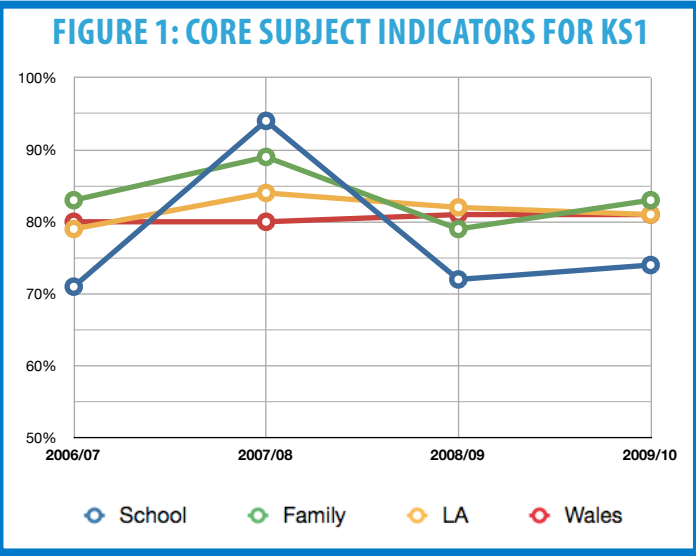
TABLE 2: KS2		Level 2	Level 3	Level 4	Level 5
ENGLISH	Our School	0.0%	20.0%	20.0%	60.0%
	National (Wales)	3.0%	14.5%	53.0%	27.8%
MATHS	Our School	0.0%	20.0%	33.3%	46.7%
	National (Wales)	2.6%	13.6%	53.1%	29.2%
SCIENCE	Our School	0.0%	20.0%	33.3%	46.7%
	National (Wales)	1.8%	10.6%	55.7%	30.7%

This year was the first time we reported the Welsh Second Language levels to parents and the LEA. Table 3 shows the levels achieved by the pupils and national levels from 2009 are included for comparison purposes.

TABLE 3: KS3		Level 2	Level 3	Level 4	Level 5
WELSH	Our School	0.0%	75.0%	0.0%	25.0%
	National (Wales)	3.0%	14.5%	53.0%	27.8%

HOW HAVE OUR RESULTS CHANGED OVER TIME?

The Core Subject Indicator (CSI) is a measure of the percentage of pupils who attained at least Level 2 (at the end of KS1) or a Level 4 (at the end of KS2) in a combination of English, Mathematics and Science. Figure 1 shows the trend of our end of Key Stage 1 results compared to the Wales national figures and to all other schools in our LEA: 75% of last year’s Year 2 had a Core Subject Indicator at Level 2 or above. Figure 2 shows the trend of the end of Key Stage



As you see from the figures above, the school Core Subject Indicators (CSI) are compared with the LEA, Wales and now ‘Family’ data. This ‘Family’ is made up of 10 schools which are of a similar nature - ie similar pupil numbers, proportions with additional learning needs as well as free school meals- to Ysgol Capelulo and they are located all over Wales. At first glance, there appears to be a great fluctuation in our results, but as we have small numbers of pupils in each year group and variation in the numbers of pupils with additional learning needs (ALN) each year, between-year variability is to be expected. These data should be interpreted with caution because of these ‘small numbers’ effects – one pupils’ results can have a greater effect on the year group results in a small school like Capelulo than in schools with a larger year group.

WHAT TARGETS HAVE WE SET FOR ACHIEVEMENT?

We are required to set targets for attainment at the end of Key Stage 1 and 2, as to how many pupils reach at least Level 2 and 4 respectively, in each core subject area. These are given in Tables 4 and 5 and are based upon the outcomes of the Baseline Assessment KS1 Attainment Targets achieved by the pupils, adjusted for potential improvement (for example, if identified by teachers as potential underachievers). The targets set for the 2010 year 6 cohort were achieved.

TABLE 4: TARGETS FOR KS1

	English	Maths	Science	CSI
2010-11	84.60%	84.60%	84.60%	84.60%

TABLE 5: TARGETS FOR KS2

	English	Maths	Science	Cymraeg	CSI
2009-10	78.5%	78.5%	100.0%	NA	78.5%
2010-11	87.5%	75.0%	87.5%	62.0%	78.0%
2011-12	100.0%	100.0%	100.0%	81.8%	75.0%
2012-13	80.0%	66.7%	93.3%	60.0%	75.0%

ASSESSMENT - We have revised our assessment procedures and will shortly complete the assessment policy to be adopted by the Governing Body. The school has also purchased INCERTS – a computer based assessment system – to ensure that in future, monitoring of individual pupil progress will be more meaningful than the raw data represented by the tables and figures above. The hope is that these improvements will provide the

teachers, parents and the school with better understanding of pupil progress and we hope to be able to report on this progress in future when enough data have been collected.

ABSENCE RATES - Unauthorised absences up to the end of the summer term 2009 stood at 0.1%. Our whole school attendance was 96% which exceeded the County target of 95%. The computerised system of attendance registering

(SIMS) has been used for a year at Ysgol Capelulo and it is becoming easier to track the individual absence patterns. However, too many parents are still having to be telephoned to explain why their children are absent. The LEA will continue to monitor pupil absences and query pupil illnesses and may ask parents to attend meetings with them if there appear to be consistent patterns.

3.3 REPORTING TO PARENTS

Three parents meetings are held each year. The first meeting is held in the early part of the Autumn Term to give parents the opportunity to meet their child’s new teacher and to discuss expectations and targets for the year ahead. The second meeting

is in the Spring Term and the third in the second half of the Summer Term. Meetings are arranged to discuss the written annual report and the child’s progress. Children in years 2 and 6 will have assessment results based on the Teacher’s Assessment, which

are used to measure your child’s attainment against national norms. Either parents or the teacher can request additional meetings should any concerns arise.

SCHOOL POLICIES AND PROCEDURES

The school policies and procedures apply to the whole school community. They are designed to help ensure that everyone knows what to do and what not to do. Copies of school policies are available by request - please ask the Headteacher. Some policies are also available on the school website.

4.1 HOME-SCHOOL PARTNERSHIP

Records show that effective partnership with parents is reflected in a more successful performance by children at school. We do make mistakes and there are misunderstandings but these can be reduced to a

minimum if we keep in close contact. The Home-school Partnership has been drafted in consultation with the Governors, parents, pupils and teachers. It has no legal force but serves simply as a reminder to us all of what we are

trying to achieve with the children in our care. Parents’/carers are asked to sign the Partnership Agreement upon admission of the child to the school.

It is important that your child feels confident about coming to school. An effective partnership with parents can help achieve this. The school values your help with:

- Coming to school on time at the beginning and end of the day
- Getting to know your child’s

teacher so that you can share in their achievements and concerns

- Making an appointment to talk at length about your child
- Attend all parents evenings
- Reading at home with your child if needed

- Ensuring that homework is completed and returned to school
- Reading all letters that your child brings home
- Keeping us informed of any changes to circumstances which may affect your child at school

4.2 ATTENDANCE

If you are a parent or carer of a child aged between 5 and 16 who is registered at a school, the following information explains your responsibilities for making sure your child attends school regularly.

THE LAW:

By law, all children of compulsory school age (between 5 and 16) must receive a proper full-time education. As parents or carers you have a legal duty to ensure that your child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. Section 444 of the 1996 Education Act states that “If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence.” (S.444, Pt.VI, Ch.II). The Local Education Authority are required to ensure that parents and carers carry out their responsibilities with regard to their child’s education.

This means that if a child does not attend school regularly and punctually he/she will be referred to the Education Social Work Service. The Local Education Authority may then take legal action against the parents or carers. **This may lead to prosecution in the magistrate’s court resulting in a fine of up to £1,000.**

Under Regulation 3 of the Pupils’ Registration Regulations 1956, all schools must keep an attendance register in which, at the beginning of each morning and afternoon session, pupils are marked present or absent. A child’s absence may be classified as authorised or unauthorised. At the end of

the academic year each child’s attendance is scrutinised and the child’s attendance record will be included in the annual report. The school’s attendance record, in the event of a school inspection, will be published. Only the school, within the context of the law, can approve an absence. It is therefore very important to inform the school as to the reason for your child’s absence. In most cases a simple telephone call will suffice, but it is very important that you also send a note with your child when he/she returns to school. If the absence remains unexplained then the reason for the absence is logged as unauthorised.

FIRST DAY OF ABSENCE SCHEME:

As part of our efforts to improve school attendance we have launched a scheme called **First Day of Absence**. This means that if your child has not arrived in school and we have not received a message giving the reason for this by **9:15 a.m.** school will try to contact you by telephone on the first day of your child’s absence. Parents for whom we have no

telephone contact details will be sent a letter. If your child is unable to attend school or is late, parents are responsible for contacting the school or sending a written note with another parent on the **first morning** of that absence and giving the reason for that absence. You can help us by contacting the school **before 9:15a.m.** to let

us know that your child will not be attending. When your child returns to school please send a note or see your child’s Class Teacher to confirm the reason for absence. Through this scheme we will know whether your children are safe at home or that they have not arrived in school safely.

Absences from school are authorised if it is for the following reasons:

- sickness
- unavoidable medical or dental appointments
- days of religious observance
- exceptional family circumstances, such as bereavement, wedding of a close family member
- if permission for absence has been granted by the Headteacher.

ARRIVAL TIME

Children should arrive on school premises by 8.45 a.m. and **no earlier**

THIS IS A SECURITY MEASURE AS WELL AS AN ORGANISATIONAL PROCEDURE

FAMILY HOLIDAYS IN TERM TIME

In term time parents do not have an automatic right to withdraw their child from school. Under government guidelines a Headteacher may exceptionally grant up to 10 days a year. If school does not grant leave of absence and the child still goes on holiday, that absence will be recorded as unauthorized. The school's Education Welfare Officer is Ms Anwen Davies.

ATTENDANCE RATE FOR THE ACADEMIC YEAR 2009-10

Attendance	Authorised Absences	Unauthorised Absences
96.0%	4.9%	0.1%

4.3 DISCIPLINE AND BEHAVIOUR

The school's 'Good Behaviour Policy' (Incorporating Anti Bullying Policy) has been reviewed by the Governors. Please ensure that you have a copy- these are available from the Headteacher. The School's Home-school Partnership is linked with this. This is also available on the school's website.

4.4 HEALTH, SAFETY AND WELFARE

It is important that we have certain information about the child and their parents/ guardian. Early in the new term we will send home a form seeking details about name, address, telephone numbers, etc. We ask your co-operation in returning this promptly. In addition, prompt notification as to any subsequent changes will be most helpful. Medical information is also very important in that it gives a clear picture of the child and of any particular difficulties they may be experiencing. We would also like the name and address of your doctor. Despite every effort, care and concern, it is possible that your child may become ill whilst at school or have an accident. Minor accidents and illness are dealt with in school and the incident

recorded. From time to time it may be necessary to contact parents quickly, therefore we need to know your home telephone number and, where appropriate, that of your work place. We can administer water or ice pack only. Injuries needing further treatment require immediate consultation with you. For more serious injuries / incidents, emergency accident procedures are set into operation.

Therefore it is important that the school has up to date information with regard to how to contact you. Mobile numbers are of particular importance.

Medical checks are carried out by the School Nurse and the School Doctor. You will be given notice of a date and time. Medical discussions with the School Nurse or Doctor are

Absences from school will not be authorised for:

- shopping
- haircuts
- having overslept
- no uniform;
- if brother /sister are absent for any reason.

HEADLICE

The school Nurse does not check hair and therefore parents need to check their child's hair regularly for head lice and nits. If you find that your child is infected please inform the school so that we can notify others in order to eradicate the infestation. Further guidance notes are available upon request.

4.5 ADMINISTERING MEDICINES TO CHILDREN

Class teachers do not have a legal right or duty to administer medicine to children but the Headteacher may use her discretion in this. In special circumstances, the head teacher is willing to administer medicine to children on condition:

- that it is not possible for the parent to come to school to administer the medicine to the child
- that the child is sufficiently healthy to attend school, and

- that there are clear written instructions on how to administer the medicine,
- that parents accept all responsibility,
- that a relevant form (available from the school) is completed by the child's GP.
- that parents inform the school regarding any changes to their child's condition and medication.

Medicines must be handed to the Headteacher and parents need

to sign a form giving details of the medication and authorising administration by school personnel. Only prescription medicines will be administered by school personnel. All medication should be in its original container and have the dose and child's name clearly written on it.

Under no circumstances should any medication be in the classroom – it must be stored in the Headteacher's office.

ASTHMA SUFFERERS

Children who have asthma keep their inhalers in the first aid cabinet. Inhalers need to be clearly named.

- KS 1 children's inhalers will be kept by staff members who will administer them.
- KS 2 children are expected to be responsible for their own inhalers.

It is kindly requested that all inhalers are labelled with the child's name.

NO MEDICATION OF ANY KIND WILL BE ACCEPTED IF BROUGHT BY A CHILD.

4.6 SCHOOL SECURITY

The school building is secure in terms of restricting access to strangers. Access to the school is only allowed through the Main Entrance where there is an intercom and CCTV entry system. Fire drills are carried out on a regular basis in order that all children are familiar with emergency evacuation procedures. The school fire assembly point is on the school yard.

4.7 SCHOOL CHARGING POLICY

We are, under the terms of the Education Reform Act 1988, asked to draw up a school policy related to charging parents for school activities. In writing such a document we must be mindful of the following objectives which are set out in the Act:

1. to maintain the right to free school education.
2. to establish that activities offered wholly or mainly during normal teaching time should be available to all pupils regardless of their parents' ability or willingness to help meet the cost.
3. to emphasise that there is no

statutory requirement to charge for any form of education or related activity, but to give LEAs and schools the discretion to charge for optional activities provided wholly or mainly out of school hours.

4. to confirm the right of LEAs and schools to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school, whether during or outside school hours.

Governors support the principle that activities offered wholly or

mainly during normal teaching time should be available to all pupils regardless of their parents' ability or willingness to help meet the cost. We therefore invite parents to make voluntary contributions to cover the cost of any such activities, which the school regards as important and worthwhile elements of the curriculum. Such invitations need to stress the value of the proposed activity and at the same time point out that the activities will either be substantially reduced or cease altogether if parents are unwilling to contribute voluntarily.

It is the policy of the school to keep a School Fund Account, which allows the Headteacher to subsidise the cost of all activities. Such an account is periodically replenished as a result of fund raising events. The school fund essentially provides the mechanism whereby all children can take part even though their parents decline or are unable to make a voluntary contribution. If, however, the level of voluntary contributions becomes too low to be subsidised by the school fund, then we will have no alternative but to cancel the planned activity. It should be remembered however that there are times when the school may make a direct and clear charge to parents and this is in the area of activities which take place out of school time and which are not related to the National Curriculum or for board and lodging elements in residential visits which may take place during school time.

■ 4.8 HEALTHY EATING POLICY

The school does not allow the eating of sweets or crisps at break times and encourages children to eat fruit in their place. There is a fruit trolley which offers a selection of fruit at break times, which is run by the pupils (assisted by staff members). Please ask for details. Parents are asked to bear this in mind when preparing packed lunches. **Glass bottles, metal cans or fizzy drinks should not be brought to school.**

■ 4.9 SCHOOL DINNERS

Ysgol Capelulo provide a nutritious (additive and colour-free) balanced menu which is freshly cooked in the kitchen. We would ask all pupils to consider taking a school meal.

DINNER MONEY

Dinner money is collected on **Monday** morning – in advance for the week. The exact amount should be given in an envelope separate from any other money. This should

be labelled clearly with your child's name. If you wish to pay by cheque for dinners please make the cheque out to **'CONWY COUNTY BOROUGH COUNCIL'**

SCHOOL MEAL COST

The cost of school meals (subject to change) as from May 2011 is as follows:

- Infants: **£9.25 per week**
- Juniors: **£9.50 per week**

■ 4.10 MONEY IN SCHOOL

Children should not bring money to school for their personal use. When a child needs to bring money to school, e.g. money for swimming, games, school photographs, school trips or book clubs etc., we suggest that it would be easier to keep accounts if every child brought the exact amount in an envelope with their name, class and amount clearly labelled. This should be given to the secretary or class teacher in the morning. If you wish to pay by cheque for any of the above please make the cheque payable to **YSGOL CAPELULO**.

■ 4.11 SCHOOL UNIFORM

At Ysgol Capelulo we think that it is important for children to wear a school uniform. It encourages children to take pride in the fact that they belong to the school. The school uniform also identifies them when they take part in out of school activities and represent the school in the wider community. The uniform consists of grey trousers/ skirt and a red or light blue polo shirts with royal blue sweatshirts. Dresses can be worn in the summer—these can be either blue or red (checked). Boys may wear grey shorts in the summer. Fleece jackets and hats are also available with the school logo and pupil names may be embroidered on them.

Sweatshirts and polo shirts are available with the school logo from :

**Sional
Tyddyn Rhonwy
Llanfairfechan
Conwy LL33 OHB
01248 689249**

We ask that shoes worn for school are practical, taking into account that we have many staircases in school. If children wear trainers, then they are expected to have a change of footwear for their P.E. lessons. It is extremely important that your children's clothes are clearly marked with their name. Clothing easily gets misplaced; the ownership of items is easily solved if the garment bears a name.



■ 4.12 PHYSICAL EDUCATION

Children **MUST** have a change of clothing for PE lessons. **NO** jewellery is to be worn during PE sessions or swimming due to Health and Safety requirements. The PE kit is a white T-shirt, black shorts, black pumps (for indoor work). Pupils may wear a black sports kit in winter for outdoor work.

SWIMMING

Pupils in years 3-6 attend swimming lessons for a block of 10-12 weeks per year. Girls must wear a one piece bathing costume and boys can wear shorts (providing that they do not come below the knees). As the swimming sessions take place at the Llandudno Swimming Centre, there will be a fee for transporting the pupils. The school pays for lesson tuition.



■ 4.13 JEWELLERY

Jewellery should not be worn at school. Children with pierced ears should wear small sleepers or studs only.

■ 4.14 LOST PROPERTY

Misaid property is held for safe keeping for half a term, it is then donated to the school PTA or to a charity.



■ 4.15 COMPLAINTS PROCEDURE

If you have a concern you are encouraged to raise it initially with the Headteacher who will be able to discuss it either there and then or at a mutually agreed time. It is important to realise that the Headteacher has a teaching commitment and an appointment may need to be made. The Local Education Authority, in accordance with the requirement of the Secretary of State, under Section 23 of the 1988 Education Reform Act, has established a procedure to consider complaints concerning the way schools' Governing Bodies and the Education Authorities act in relation to the school's curriculum and other related matters.

This procedure is outlined in a document in Welsh and English, which is available from the LEA. A copy will be provided free of charge as required to any parent seeking to make a complaint under these arrangements and the Authority can, if necessary, provide a copy in a language other than in Welsh or

English. The Governing body also have their own Complaints Body, based on the LEA version. This emphasises that many complaints can be dealt with quickly and effectively by informal discussion with the Headteacher. This is the first reasonable step and the Governing Body would expect

that this step would have been completed before presenting the complaint formally. A copy of the Schools Complaints Policy is available via the website or office. *An appointment can be made to discuss any complaint with the Headteacher by contacting the school.*

4.16 VISITING ARRANGEMENTS

Parents who are considering sending their children to the school may make arrangements to visit the school and collect more information by contacting the Headteacher beforehand.



SCHOOL HOLIDAY DATES

**Dyddiadau Gwyliau Ysgol a
Dyddiau Hyfforddiant Mewn Swydd**

(2010-2016)

**School Holiday Dates and
Staff Training Days**

HYDREF	10-11	11-12	12-13	13-14	14-15	15-16	AUTUMN
Dechrau'r Tymor	01/09/10	01/09/11	03/09/12	02/09/13	01/09/14	01/09/15	Term Start
Hyfforddiant Mewn Swydd	01/09/10	01/09/11 02/09/11 07/10/11	03/09/12	02/09/13	01/09/14	01/09/15	Staff Training Day
Cau Hanner Tymor	22/10/10	21/10/11	26/10/12	25/10/13	24/10/14	23/10/15	Half Term Close
Agor Hanner Tymor	01/11/10	31/10/11	05/11/12	04/11/13	03/11/14	02/11/15	Half Term Open
Diwedd Tymor	20/12/10	16/12/11	21/12/12	20/12/13	19/12/14	18/12/15	End of Term
GWANWYN							SPRING
Dechrau'r Tymor	04/01/11	03/01/12	07/01/13	06/01/14	05/01/15	04/01/16	Term Start
Hyfforddiant Mewn Swydd	04/01/11	03/01/12	07/01/13	06/01/14	05/01/15	04/01/16	Staff Training Day
Cau Hanner Tymor	17/02/11	10/02/12	08/02/13	21/02/14	13/02/15	12/02/16	Half Term Close
Hyfforddiant Mewn Swydd	18/02/11						Staff Training Day
Agor Hanner Tymor	28/02/11	20/02/12	18/02/13	03/03/14	23/02/15	22/02/16	Half Term Open
Diwedd Tymor	15/04/11	30/03/12	22/03/13	11/04/14	27/03/15	24/03/16	End of Term
HAF							SUMMER
Dechrau'r Tymor	03/05/11	16/04/12	08/04/13	28/04/14	13/04/15	11/04/16	Term Start
Hyfforddiant Mewn Swydd	03/05/11	16/04/12	08/04/13	28/04/14	13/04/15	11/04/16	Staff Training Day
Dydd Gwyl Fai	02/05/11	07/05/12	06/05/13	05/05/14	04/05/15	02/05/16	May Day
Cau Hanner Tymor	27/05/11	** 01/06/12	24/05/13	23/05/14	22/05/15	27/05/16	Half Term Close
Agor Hanner Tymor	06/06/11	** 11/06/12	03/06/13	02/06/14	01/06/15	06/06/16	Half Term Open
Hyfforddiant Mewn Swydd			22/07/13	21/07/14	20/07/15	24/06/16	Staff Training Day
Diwedd Tymor	* 19/07/11	** 19/07/12	22/07/13	21/07/14	20/07/15	20/07/16	End of Term

* 2010-11 Nodwch y newid i ddiwedd tymor yr Haf oherwydd y Briodas Frenhinol.
Please note the change to the end of the Summer term due to the Royal Wedding.

** 2011-12 Nodwch y newidiadau i ddyddiadau tymor yr Haf oherwydd dathliadau blwyddyn Jiwibili Y Frenhines.
Please note changes to the Summer term dates due to the Queen's Jubilee year celebrations.